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ABSTRACT

This document is a draft of behavioral goals for a preservice teacher education program. The classification framework was taken from the "Taxonomy Handbook II" by Krathwohl, et al., and organizes affective domain goals into the following categories: receiving (attending)--sensitivity to the existence of certain phenomena and stimuli, willing to receive and attend to them; responding--doing something with or about the phenomenon besides merely perceiving it; valuing--committed to the underlying value of a thing, phenomenon, or behavior; organization--organization of values into a system, determination of interrelationships among them, establishment of dominant and pervasive ones; and characterization by a value or value complex--relating cognitive and affective processes into a persistent and consistent response to related situations. (MJB)

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BEHAVIORAL GOALS FOR A PRE-SERVICE TEACHER EDUCATION PROGRAM

II. AFFECTIVE DOMAIN

William S. Sterner

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BEHAVIORAL GOALS FOR A PRE-SERVICE TEACHER EDUCATION PROGRAM

II. Affective Domain

This first draft of behavioral goals of a pre-service teacher education program was written in an attempt to describe desired outcomes of such a program.

The classification framework was taken from the Taxonomy Handbook II by Krathwohl et al. A few of the illustrative items, those identified by a page number in parentheses, are also from Karthwohl's book. If the item is followed by a number and small letter in parentheses, it was originally published in Will French's book on behavioral goals. Other items were written by Rutgers students and edited by the compiler of this list. It is hoped that this list will be useful to those responsible for the NCAS* teacher education program.

April, 1971 William S. Sterner
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1.0 Receiving (Attending)
Sensitive to the existence of certain phenomena and stimuli; willing to receive and attend to them.

1.1 Awareness
Almost a cognitive behavior. Conscious of something; takes it into account. Simple awareness without specific discrimination or recognition of the objective characteristics of the object.

Recognizes the place of faith in human relationships (3.131i)
Can identify key student leaders in his class. (p. 103)
Can identify key adult leaders on the school staff. (p. 103)
Recognizes that there may be more than one acceptable point of view. (p. 100)
Is aware of the interdependence of each individual with his peers in creating and preserving a satisfactory society.
Is attentive to the social norms in the society around him.
Is sensitive to social situations that are urgent. (p. 100)
Is aware of local social situations which might affect his students.
Is aware of the benefits and liabilities of working in a field such as teaching which is so intertwined with the welfare of society.
Is aware that every student will not be greatly interested in the course he is teaching.
Is aware of the satisfactions that arise from good workmanship and integrity on the job. (p. 100)
Is aware of his responsibility as an example to others due to his maturity.
Realizes that the teaching profession requires dedication.

1.2 Willingness to Receive
Willing to tolerate a given stimulus, not to avoid it; neutrality or suspended judgment toward the stimulus; takes notice or attends does not reject the situation.

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In discussions on controversial matters, concedes as much as possible to the position of one who disagrees and expresses disagreements. (2.122K)

Appreciates (tolerates) cultural patterns exhibited by individuals from other groups - religious, social, economic, etc. (p. 108)

Accepts differences of race and culture among people known to him. (p. 108)

Is willing to tolerate, not avoid, persons and situations different from those familiar to him in the past.

Tolerates, does not reject, minority groups both within the school and in the community.

Is concerned with students as individuals. Is open minded, not just subject centered.

Is aware of the individual needs of each student. Does not reject difficult or slow students.

Accepts as associates and coworkers, in everyday undertakings, other human beings without regard to race, religion, or national origin. (p. 108)

Listens to others with respect. (p. 108)

Is respectful of others in dealing with all types of people.

Is sensitive to human needs and pressing social problems. (P. 108)

Is willing to conform to legal decisions.

Listens to other's advice and criticisms and reflects on their merits and acceptability.

Willingly listens to opinions of others even though he disagrees with them.

Is willing to hear the pros and cons of a controversial subject with an open mind.

Is flexible, open, and sensitive to the thoughts of others, e.g. students, colleagues.

Treats each student with respect and dignity as a human being. Allows him to express himself.

Allows others to express their opinion.

Accepts students as individuals having ideas and opinions that are not necessarily related to his own.

Accepts each student for what he is and makes every effort to maximize his learning potential.

Continues to learn along with his students. Does not reject a question just because he does not know the answer.

1.3 Controlled or Selected Attention

Differentiation of aspects of a stimulus which is perceived as clearly marked off from adjacent impressions. Active attention to the matter when it occurs in the immediate vicinity of the learner.

Recognizes that social changes usually take place in a slow, evolutionary manner; that resistance to change or too rapid change may produce revolutions and social upheavals, and may produce more suffering than benefits to mankind. (3.111K)

Is sensitive to the importance of keeping informed on current political and social matters. (p. 113)

Is eager to keep up with the relevant literature in his field of study.

Is aware of current educational matters, e.g. teacher strikes, busing of pupils, integration.

Is sensitive to the problems and tensions on campus.

Respects the individuality and rights of others.

Demonstrates by his actions that he respects the dignity of human personality and that he works for the good of others.

Recognizes the need for improved programs of public elementary, secondary, and higher education and for its increased support, because equality of educational opportunity underlies all other equality of opportunity and because of its role in helping to educate an electorate competent and enlightened enough to make wise decisions on increasingly complicated issues. (3.131K)

Recognizes the need to improve programs at every level of education.

Keeps abreast with political and social happenings especially as they relate to school business.

Realizes that the teacher must be in the forefront of educational change but that the teacher must be flanked by politicians and parents.

Is informed of educational changes in the school system, as they might affect students.

Is keenly aware of the need for laws such as the Bill of Rights.

Is aware of the differences in learning ability among his students.

Has an abiding concern for his pupils and their progress.

Attends to the central theme of a teacher's lesson.

Is able to establish boundaries to a lesson so that a single topic at a time can be isolated and analyzed.

Is aware that his subject matter is directly related to living experience outside the classroom.

Recognizes the need to divert from his lesson plans when current events warrant such action.

Considers the student as an individual with personal problems, especially those problems that may affect his ability to learn.

Is aware of the problems and pitfalls which may arise when presenting specific subject matter.

Is aware of the importance of recognizing early and treating behavior problems.

Is sensitive to the particular needs of individual students.

2.0 Responding

Doing something with or about the phenomenon besides merely perceiving it. Indicates a low level of commitment; becomes sufficiently involved with the activity (or stimulus) to seek it out and gain satisfaction from working with it and engaging in it.

2.1 Acquiescence in Responding

Obedience or compliance. Reacts to a suggestion rather than yielding unwillingly though he may not see the necessity for doing so.

Complies with the spirit as well as the letter of the laws as he understands them. (3.131q)

Respects the rights and decisions of others in group work. (2.133g)

Does not speak disparagingly of others because of differences of race, ethnic origin, religion, or social class. (2.131f)

Participates in classwork and does required work.
Recognizes his responsibility to his fellow man.
Respects the rights and opinions of others within the class
Encourages wide participation by all pupils in his class.
Is able to relate to youth at the different age levels that he will be teaching.
Emphathizes with the pupils. Is able to explain and understand problems from the student's point of view.
Is ready and willing to discuss material related to his field as well as topics that arise naturally in the classroom.
Obeys University and departmental regulations concerning attendance, assignments, and examinations.
Conforms with departmental and school requirements for teaching his subject.
Is willing to conform with reasonable requests of professional associates.
Accepts the limitations that bind him in an educational system.

2.2 Willingness to Respond
Sufficiently committed to exhibit the behavior that he does not just because of fear of punishment, but voluntarily. Consent by choice.

Accepts group decisions and works for their fulfillment even though he may not agree wholeheartedly, unless he has a deep conviction that the group decision is inconsistent with his ethical principles or moral judgments. (2.134d)
Becomes involved in group endeavors to discuss issues and to arrive at general agreement in the best interest of all concerned.
Voluntarily reads newspaper articles which are pertinent to prospective teachers.
Read voluntarily magazines and books which discuss issues of professional education.
Is willing to complete tasks that are assigned to him.
Follows regulations of the school and district despite personal disagreement with the rule.
Maintains a code of professional ethics, as well as personal ethics.
Is receptive to questions from students. Is flexible; does not object to necessary deviations from plans that may result.
Is flexible in his relations with students; allows questions even when they are not directly related to the immediate lesson.
Relates well to adolescents. Treats them as human beings.
Responds in a warm, human way to his students. Resists the impulse to see teaching as a routine job.
Voluntarily relates situations and experiences to the group in the hope that others may learn from his mistakes.
Apologizes for errors and blunders and injury to others with speed, ease, and sincerity. (2.122j)
Admits his own mistakes and makes appropriate corrections.

2.3 Satisfaction in Response
Voluntary response with a feeling of satisfaction, generally emotional response of pleasure, zest, or enjoyment.

Takes pleasure in conversing with many different kinds of people. (p. 132)
Enjoys working with others and establishes good personal relationships.
Develops rapport with his students not only on an academic level but also on a personal level.
Enjoys watching and observing teachers or professors and students interact.
Voluntarily engages in worthwhile educational endeavors-tutoring, scouting, recreation leader, Sunday School teaching.
Willingly supports worthwhile endeavors of the University, of the community in which he lives, and of the school in which he does his student teaching.
Voluntarily participates in many facets of living. Draws on the richness of his life experience in his teaching.
Takes an active part in the student life of the school, e.g. outside of the formal classroom, clubs, sports.
Gains satisfaction in the improved quality of work done by students.
Enthusiastically accepts his role as an educator and performs to the best of his ability.
Develops a sense of self-confidence - does work confidently and seeks help when needed.
Likes to teach. Is enthusiastic about his work.
Exhibits enthusiasm for his subject and the students in his class.
Gains satisfaction from helping others learn.
Performs tasks as a teacher with satisfaction.
Tries to communicate his enthusiasm for his subject field.

3.0 Valuing
A thing, phenomenon, or behavior has worth. Behavior is sufficientl consistent and stable to have taken on the characterisitcs of a belief or an attitude; commited to the underlying value.

3.1 Acceptance of a Value
Emotional acceptance of a proposition or doctrine upon which one implicitly considers adequate ground. Seeks or wants an object because it has worth.

Accepts democracy as a form of government and as a way of life. (1.211f)
Endeavors to work toward the betterment of mankind and to protect the rights of others as well as his own.
Believes in the use of reasonable negotiation rather than the use of force to settle differences. (3.131c)
Considers himself and all other people equal members of the human race and rejects racism as a national or international policy. (3.131y)
Recognizes that no right is absolute and that all rights are limited when they interfere with other rights. (2.232b)
Manifests in his own behavior such democratic qualities of personality as cooperativeness, personal responsibility, concern for others, and open-mindedness and consideration for the value systems of others. (2.134b)

Accepts suggestions from professional superiors: e.g. professors of education, college supervisor, cooperating teacher.

Accepts full responsibility of the consequences of his own decisions.

Accepts fellow students (and faculty members) for their own individual worth, i.e. does not discriminate against them because of race, socioeconomic status, etc.

Believes that a teaching profession is necessary and beneficial to a civilized society.

Is committed to teaching, and its contribution to society.

Recognizes the importance of an ethical orientation both in his own life and in that of his students.

Is able to create an atmosphere of learning in his classroom. Students feel free to express ideas without feeling that punishment will follow.

Values the material that he is teaching and believes that it has value for his students.

Uses reason to convince students of their errors.

Takes an interest in each pupil, his problems and personality.

3.2 Preference for a Value

Not just the acceptance of a value to the point of being willing to be identified with it, but also sufficiently committed to the value to pursue it, to seek it out, to want it.

Recognizes that freedoms, rights, and privileges demand assumption of responsibilities, duties, and obligations and begins to assume them. (1.211g)

Seeks to become informed, and contributes information on the issues presented to organizations to which he belongs; listens to other points of views; and asks questions to clarify points or to further the discussion.

Is friendly and pleasant both in and out of class.

Has a sense of humor.

Makes every effort to resolve conflicts; is willing to compromise and yet is sensitive to principles, errors, and differences. (2.1221)

Participates effectively in school and community activities.

Contributes any special abilities he may have.

Is committed to his work. Did not drift into teaching because he could do nothing else.

Is fully committed to the job at hand.

Tries to carry out suggestions of professional superiors.

Strives to be positive and friendly to all people contacted in a day's work.

Strives constantly to seek better methods of teaching and to improve those he uses.

While trying to remain objective, knows where he stands ethical

Assists those students who are not displaying their full potential.

Varies his approach to a lesson in order to eliminate boredom and maintain interest and relevence.

Presents material to the students at a pace that they can absorb.

Is eager to involve himself with the subject matter in and out of the classroom.

3.3 Commitment
Belief at a high level of certainty; conviction; faith; firm emotional acceptance of a belief upon admittedly nonrational grounds; loyalty.

Defends the rights of freedom of speech and of the press in his face-to-face relationships and in school and community decisions. (2.232e)

Stands for the rights of the people in his school and community to get the facts on controversial issues, i.e. to have free access to knowledge-a keystone of democracy. (2.232f)

Acts upon his beliefs-religious, ethical, moral, and social-while defending the rights of others to different beliefs. (2.234g)

Has a genuine interest to his profession. Thinks of teaching as a profession and not a job one has to perform for one reason or another. Ex. salary, draft, etc.

Helps youth find their place in society.

Works to make educational opportunities open to all.

Takes a stand on a controversial issue and defends it.

Is committed to doing the best job he can with respect to the students in his charge.

Is committed to use his best efforts in his role as a teacher.

Recognizes fundamental differences in people and learns to understand and live with them amicably.

Remains committed to enlarge his knowledge in the field that he is teaching.

Keeps up with new knowledge as it develops in an effort to keep his teaching up to date.

Visits secondary schools of various types in order to familiarize himself with current practice.

Helps an adolescent group plan and carry out a project that is mutually agreed upon.

Guides his pupils in making value judgments, clarifying their values, and sharing values with each other. (Pupils talk of their life experiences; teacher listens and reacts.) Raths Components V, pp. 45ff

Contributes to a classroom climate in which every student may earn status and respect from his peers. (Does group have power and morale?) Raths Component VII, pp. 61ff

Creates a relatively secure emotional climate to facilitate learning. (12 recs. for tchr.) Raths, Component VIII, pp. 73ff

Controls the classroom without instilling fear in the students.

Causes a certain excitement to fill the classroom as he conducts the class.

Adds interest and excitement to the subject at hand.

Communicates information about his subject field with enthusiasm and excitement.

Motivates the class to learn on their own the field that he presents.

Maintains order (discipline) adequate to achieve the outcomes desired.

Willingly gives free time to help students who need remedial instruction outside of class.

Has patience with each learner since there are fundamental differences in aptitude for learning.

Allows freedom of speech in his classroom; does not penalize students who disagree with him.

4.0 Organization
Organization of values into a system, determination of interrelationships among them, establishment of dominant and pervasive ones.

4.1 Conceptualization of a Value
Verbal, abstract, or symbolic media may be used to show how the value relates to others already held or coming to hold.

Sets his own standards and values, in harmony with the best he knows, accepting or rejecting for himself ideas and conduct in terms of his own developing theory of living. (2.122o)
Is developing appropriate standards by which to appreicate and evaluate his performance and that of others in a group. (2.131h)

4.2 Organization of a Value System
The bringing together of a complex of values, possibly disparate, into an ordered relationship which is harmonious and internally consistent. Synthesis of values into a new value or value comple of a higher order.

Begins to develop dominant values. (p. 163)
Makes choices that reflect his sense of responsibility for the community as a whole rather than just selfish interests.
Begins to form judgments concerning the type of life he wants to lead. (p. 161)
Displays appropriate attitudes of a prospective teacher. 300:38

5.0 Characterization by a Value or Value Complex
Realistically, formal education generally cannot reach this level, at least in our society. At this level, the relation between cognitive and affective processes becomes very pronounced.

5.1 Generalized Set
Persistent and consistent response to a family of related situations or objects. A determining tendency, an orientation toward phenomena, a predisposition to act in a certain way.

Judges problems in terms of situations, issues, purposes, and consequences involved rather than in terms of fixed, dogmatic precepts or emotionally wishful thinking. (p. 168)
Views problems in objective, realistic, and tolerant terms. (p. 167)
Changes his mind when new facts or insights demonstrate the need for revision of opinions formerly held. (p. 167)
Has confidence in his ability to succeed. (p. 168)

5.2 Characterization
Peak of the internalization process; a value system having as it object the whole of what is known or knowable.

Develops a code of behavior based on ethical principles consistent with democratic ideals. (p. 171)
Develops a conscience. (p. 171)
Performs well professionally the role of a beginning teacher under supervision. 250:487